

Yearly Plan 2021/22

Class 7 (Year 4/5)

	Autumn Term		Spring Term		Summer Term	
Term dates	02.09.21 - 18.10.21	01.11.21 - 20.12.21	04.01.22 - 14.02.22	21.02.22 - 04.04.22	19.04.22 - 30.05.22	06.06.22 - 29.07.22
Key Learning Challenges	Is Africa a country or a continent? Are you attractive enough? (Science - Forces and Magnets)	Where was the Ancient Kingdom of Benin and why was it successful? Can you feel the force? (Science - Forces)	What are the similarities and differences between Anglo-Saxons and Vikings?	What impact did the Viking invasion have on Britain?	Were the working conditions in coal mines fair?	How does the British coal mining industry compare to Americas?
Wow moments (visits/visitors)	Videos and research	Drama - acting out a market square in Ancient Benin	Making Viking shields to use as part of a re-enactment.	Jorvik	Coal mining museum	Videos and research
Parental engagement	TBA	TBA	Performance of Anglo-Saxon kennings	Video of re-enactment	Video of a live news report	
Core Text	Akimbo's Adventures	The Boy Who Biked The World (Journey to Africa)	Anglo-Saxon Boy	How to Train your Dragon	Temper: The story of a boy and a pit pony.	Mr Gum
English 	Writing: Travel Brochure Adventure narrative	Writing: Postcard Report Narrative	Writing: Comic Letter Anglo-Saxon kennings	Writing: Biography Narrative Diary Entry	Writing: Historical Narrative Explanation Newspaper Report	Writing: Persuasive letter Comparative text
Maths 	Reasoning with 4-digit numbers (Place value) Addition and subtraction	Multiplication and division Interpreting and presenting data	Securing multiplication facts Fractions Time	Decimals Area and perimeter	Solving measure and money problems 2-D shape and symmetry	Position and direction Reasoning with patterns and sequences 3-D shape
Science 	Forces and magnets Pupils should be taught to: -compare how things move on different surfaces	Electricity Pupils should be taught to: -identify common appliances that run on electricity construct a simple series electrical circuit,	Sound Pupils should be taught to: -identify how sounds are made, associating some of them with something vibrating	Plants Pupils should be taught to: -identify and describe the functions of different parts of flowering plants:	Animals, including humans Pupils should be taught to:	Living things and their habitats Pupils should be taught to: -recognise that living things can be grouped in a variety of ways







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	<p>-notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>-observe how magnets attract or repel each other and attract some materials and not others</p> <p>-compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>-describe magnets as having 2 pole</p> <p>-predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p><u>Rocks:</u> Pupils should be taught to:</p> <p>-compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>-describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>-recognise that soils are made from rocks and organic matter.</p>	<p>-identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>-identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>-recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>-recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>-recognise that vibrations from sounds travel through a medium to the ear</p> <p>-find patterns between the pitch of a sound and features of the object that produced it</p> <p>-find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>-recognise that sounds get fainter as the distance from the sound source increases.</p> <p><u>Light</u> Pupils should be taught to:</p> <p>-recognise that they need light in order to see things and that dark is the absence of light</p> <p>-notice that light is reflected from surfaces</p> <p>-recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>-recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>-find patterns in the way that the size of shadows change</p>	<p>roots, stem/trunk, leaves and flowers</p> <p>-explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>-investigate the way in which water is transported within plants</p> <p>-explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>-identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>-identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>Animals, including humans</u> Pupils should be taught to:</p> <p>-describe the simple functions of the basic parts of the digestive system in humans</p> <p>-identify the different types of teeth in humans and their simple functions</p> <p>-construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>-explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>-recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>-describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>-describe the life process of reproduction in some plants and animals</p>
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History (H) and Geography (G) 	<u>World History</u> The Ancient Kingdom of Benin.	<u>World History</u> The Ancient Kingdom of Benin.	<u>British History</u> The Anglo-Saxons and Vikings.	<u>British History</u> The Anglo-Saxons and Vikings.	<u>Local History</u> Coal mining industry.	<u>Local History</u> Coal mining industry.
Art/DT 	Artist study - Ester Mahlangu - exploring repeated patterns. Boats out of recycled materials (Science)	Ancient Kingdom of Benin Bronze plaques out of clay.	Model of an Anglo-Saxon shield.	Model of a Viking longboat.	Coal mining silhouette.	An illustration detailing life down the mine.
Music 	Mamma Mia (Charanga)	Glockenspiel (Charanga)	Stop! (Charanga)	Lean On Me (Charanga)	Blackbird (Charanga)	Reflect, Rewind & Replay (Charanga)
MFL 	Revision of Colours Parts of the body	Zoo animals Christmas theme	Members of the family Questions about family	Pets Easter theme	Hobbies Numbers	Leisure activities Weather
P.E. 	Dance - Haka	Health and Fitness	Basketball	Gymnastics	OAA - Outdoor & Adventurous Activities	Athletics
R.E. 	<u>Judaism</u> (beliefs and practices) How special is the relationship Jews have with God?	<u>Christianity</u> (Christmas) What is the most significant part of the Nativity story for Christians today?	<u>Judaism</u> (Passover) How important is it for Jewish people to do what God asks them to do?	<u>Christianity</u> (Easter) Is forgiveness always possible?	<u>Judaism</u> (beliefs and practices) What is the best way for a Jew to show commitment to God?	<u>Christianity</u> (prayer and worship) Do people need to go to church to show they are Christians?

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<p>Computing</p> 	<p>Year 4 - Computing systems and networks - The Internet</p> <p>Year 5 - Computing systems and networks - Sharing information</p>	<p>Year 4 - Creating media - Audio editing</p> <p>Year 5 - Creating media - Vector drawing</p>	<p>Year 4 - Creating media - Photo editing</p> <p>Year 5 - Creating media - Video editing</p>	<p>Year 4 - Data and information - Data logging</p> <p>Year 5 - Data and information - Flat-file databases</p>	<p>Year 4 - Programming - Repetition in shapes</p> <p>Year 5 - Programming - Selection in physical computing</p>	<p>Year 4 - Programming - Repetition in games</p> <p>Year 5 - Programming - Selection in quizzes</p>
<p>PSHCE</p> 	<p><u>Jigsaw</u> Being me in my world</p>	<p><u>Jigsaw</u> Celebrating difference</p>	<p><u>Jigsaw</u> Dreams and goals</p>	<p><u>Jigsaw</u> Healthy me</p>	<p><u>Jigsaw</u> Relationships</p>	<p><u>Jigsaw</u> Changing me</p>